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ABSTRACT

This annual report, prepared by a Delaware State Advisory Committee in response to federal requirements, evaluates programs assisted under Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) during the 1985-86 school year. The first of five sections provides a financial overview of programs supported during this time and compares the proposed budget submitted to the U.S. Department of Education with actual expenditures or allocations made during the year. Section 2 identifies state "set-aside" funds allocated to special projects, as recommended by the State Advisory Committee, and describes activities of the Department of Public Instruction supported by Chapter 2 funds. Section 3 provides a summary, by school district, of program operation and management within each of Delaware's participating school districts. Section 4 provides a summary of the use of funds in each of the districts and then focuses on the programs operated by a sample of three districts in the state. Section 5 lists members of the State Advisory Committee, their comments regarding program operation and effectiveness, and their comments on the report itself. (TE)

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EDUCATION CONSOLIDATION AND IMPROVEMENT ACT

CHAPTER 2

EVALUATION REPORT

1985-86

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EA 019 645

February 1987

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INTRODUCTION

The following report has been prepared in response to the requirements contained in Section 564(a)(5) of Chapter 2 of the Education Consolidation and Improvement Act of 1981 (ECIA) relating to an annual evaluation of the effectiveness of programs assisted under this Chapter. The report is for the 1985-86 school year and is divided into five sections. The sections included are as follows:

- Section 1 provides a financial overview of programs supported in 1985-856 This section provides a comparison of the proposed budget submitted to the U.S. Department of Education and the actual expenditures or allocations made during that year.
- Section 2 focuses on the use of the State "set-aside" funds. This section identifies funds allocated to special projects, as recommended by the State Advisory Committee, and provides a description of functions and activities of the Department of Public Instruction supported by Chapter 2 funds.
- Section 3 provides a summary, by school district, of the program operation and management within each of Delaware's participating school districts. Initial data were collected by survey form with a personal follow-up visit to each district by one or more of the staff members of the Instructional Division in the Department of Public Instruction. The survey focused on five major areas as indicated in the summary matrix contained in this section of the report.

- Section 4 entitled "Study of Chapter 2 in Delaware School Districts" is a report prepared by the Planning, Research, and Evaluation Division of the Department of Public Instruction. It provides a summary of the use of funds in each of the districts and then focuses on the program operated by a sample of three districts in the State. This report was prepared as part of the Department's normal process of providing program audits of State and Federally funded programs.
- Section 5 provides comments regarding program operation and effectiveness submitted by members of the State Advisory Committee and their comments on the report itself.

The information provided, particularly in Sections 3 and 4, indicates that local school districts are using the Chapter 2 funds to meet a wide set of locally established needs. There has been participation by parents, teachers, administrators and private schools in establishing those needs. Private schools are participating at a high rate and are determining the programs they choose to fund with resources provided under Chapter 2. Finally, it is clear that the amount of paperwork required, both at the application stage and in the reporting stage, has been significantly reduced in comparison to the antecedent programs.

The State "set-aside" of 20% of the total allocation has primarily been used to fund activities previously supported by the Elementary and Secondary Education Act - Title V, Part B (ESEA-Title V-B). The

analysis provided in Section 2 indicates that only a small portion of the funds were used for program administration. Most of the funds were spent to support statewide initiatives, for technical assistance, or for general support activities of the Department of Public Instruction.

SECTION 1

FINANCIAL OVERVIEW

Funds provided through ECIA Chapter 2 are authorized for expenditure to support activities previously authorized by some 28 antecedent programs. The following provides an overall review of the financial aspects of the program in Delaware in 1985-86. Particular emphasis is placed on comparing budgeted revenues and expenditures as detailed in the State plan with the actual resources available and the actual expenditures, allocations, and obligations made with these available funds during 1985-86.

Budget

The Advisory Committee recommended and the State Board concurred that 80 percent of the total Chapter 2 grant for 1985-86 would be passed through to local school districts while the remaining 20 percent of the grant would be reserved for State use. In addition, it was anticipated that some funds provided by the 1984-85 grant would carry over for use in 1985-86. The total funds available for allocation in 1985-86 for the State Education Agency (SEA) and the Local Education Agencies (LEA) were budgeted as follows:

	SEA	LEA	Total
FY '86 Grant	$494,681	$1,978,724	$2,473,405
Carry-over from FY '85	89,000	214	89,214
Total Funds Available	$583,681	$1,978,938	$2,562,619

Planned use of the available funds (expenditures, grant allocations, and carry-over), as specified in the State plan, were as follows:

PROPOSED EXPENDITURES

	SEA	LEA	TOTAL
Grants to Districts	$ 0	$ 1,978,938	$ 1,978,938
Administrative Expenses			
Advisory Committee	5,000	0	5,000
Data Collection & LEA Allocations	5,520	0	5,520
LEA Plan Review & Monitoring	15,160	0	15,160
Program Evaluation	20,124	0	20,124
Financial Management	13,526	0	13,526
Subtotal	59,330	0	59,330
Grant to Teacher Center	36,000	0	36,000
Direct Services to LEA's			
Library Information Center	51,451	0	51,451
State Film Library	18,983	0	18,983
Program Dissemination	5,499	0	5,499
Instructional Services Support	42,669	0	42,669
Subtotal	118,602	0	118,602
General Support Services - DPI			
State Board & Supt. Office	91,422	0	91,422
Public Information Office	68,433	0	68,433
Financial Support Services	25,525	0	25,525
Planning & Management Info.	95,136	0	95,136
Subtotal	280,516	0	280,516
Projected Carryover to FY '87	89,233	0	89,233
TOTAL	$ 583,681	$1,978,938	$2,562,619

Actual Revenues, Expenditures, and Allocations

Actual funds available for obligation during the 1985-86 school year were as follows:

	SEA	LEA	Total
FY '86 Grant	$494,681	$1,978,724	$2,473,405
Carry-over from FY '85	96,222	8,057	104,279
Misc. Refunds, Recoveries, and Reimbursements	1,512	6,591	8,103
Reversions from Prior Year Accounts	- 672	- 6,287	- 6,959
TOTAL	$591,743	$1,987,085	$2,578,828

The following is a summary tabulation of expenditures and grant allocations actually made with funds available in 1985-86 and the balances carried forward to 1986-76. Data are taken from State accounting reports provided by the Division of Accounting, Delaware Department of Finance.

ACTUAL EXPENDITURES

	SEA	LEA	TOTAL
Grants to Districts	$ 0	$ 1,977,465*	$ 1,977,465*
Administrative Expenses			
Advisory Committee Expenses	919	0	919
Data Collection & LEA Allocations	2,491	0	2,491
LEA Plan Review & Monitoring	13,488	0	13,488
Program Evaluation	9,620	0	9,620
Financial Management	5,779	0	5,779
Subtotal	32,297	0	32,297
Grant to Teacher Center	36,000	0	36,000
Direct Services to LEA's			
Library Information Center	32,994	0	32,994
State Film Library	20,489	0	20,489
Program Dissemination	2,491	0	2,491
Instructional Services Support	30,802	0	30,802
Subtotal	86,776	0	86,776
General Support Services - DPI			
State Board & Supt. Office	95,866	0	95,866
Public Information Office	64,527	0	64,527
Financial Support Services	20,702	0	20,702
Planning & Management Info.	73,872	0	73,872
Subtotal	254,967	0	254,967
Carryover to FY '87	181,703	9,620	191,323
TOTAL	$ 591,743	$1,987,085	$2,578,828

*Includes $2,075 transferred to Brandywine after 6/30/86 and $3,600 recovered from Cape Henlopen after 6/30/86.

Actual grants to local school districts ($1,977,465) were $1,473 less than originally planned. This occurred primarily because one district, Brandywine, did not apply for $1,272 which had been allocated to private schools located in that district. These funds will be carried-over and included in the FY '87 grant to the Brandywine School District.

Expenditures from the State set-aside funds were significantly less than budgeted for FY '86. This left a carryover to FY '87 which exceeded that proposed in the original budget. The differences between the budgeted figures and the actual revenues and disbursements were as follows:

1. The carryover from FY '85 was $7,222 more than anticipated ($96,222 - $89,000).
2. Expenditures in FY '86 were $410,040 or $84,408 less than the $494,448 budgeted.

Thus, The carryover into FY '87 was actually $181,703 as opposed to the budgeted carryover of $89,233. The major differences between planned and actual expenditures were as follows:

1. Expenditures for the State Advisory Committee were $4,081 less than budgeted ($5,000 - $919).
2. Other Costs of administration of the Chapter 2 program were also under budget by $22,952 ($54,330 - $31,378).
3. Expenditures for direct services to school districts were also about $31,826 below budget ($118,602 - $86,776).

4. Finally, expenditures for general support services also came in about $25,549 below budget ($280,516 - $254,967).

Details on the use of these State set-aside funds are presented in Section 2 of this report. A tabulation on the use of district funds is included in Section 4.

SECTION 2

USE OF SEA CHAPTER 2 FUNDS

Section 565 of ECIA Chapter 2 permits the State educational agency to reserve up to 20 percent of the total grant award to the State in each fiscal year for State uses. The State Advisory Committee has the responsibility to advise on the use of these set-aside funds. As noted in Section 1 of this report, Delaware's Advisory Committee recommended that 20 percent of the 1985-86 Chapter 2 grant be reserved for State use. The Committee recommended a grant of $36,000 for the Teacher Center and authorized up to $5,000 for expenses of the Committee. The balance of the funds available were to be used for strengthening state agency management, i.e., for services authorized under the antecedent program ESEA Title V-B. In addition to the funds available from the 1985-86 grant, $494,681, the SEA funds available were augmented by $96,222 in funds carried forward from FY '85 and a net of $840 received during FY '86 in refunds and reimbursements.

This section of the report focuses on the use of the total $591,743 in SEA funds available for 1985-86. As noted in Section 1, $181,703, of the available funds were carried forward into the 1986-87 school year. Thus, total disbursements and grants made from the SEA funds were $410,040 in 1985-86. Though the bulk of these funds were budgeted to the general category strengthening state agency management, there has been considerable interest in the actual functions carried out with the funds. For that reason, a narrative description of the major functions and/or activities supported with these funds follows. At the end of the section is a tabulation displaying the types of disbursements made by program or function.

Administrative Expenses

Delaware chose not to establish an ECIA Chapter 2 office to deal with the management and administration of the program until the 1985-86 school year. The overall program administration was previously handled by the Assistant Superintendent for Instructional Services and the Assistant Superintendent for Administrative Services. These staff members are funded by the State and there are, therefore, only limited expenditures made from Chapter 2 funds which could be categorized as "Administrative." Beginning in 1985-86, the Department assigned a supervisor one-quarter time to work with the administration and management of the Chapter 2 program. In addition, a number of DPI staff members assist with various aspects of the program. These services and the corresponding expenditures are described below; the costs represented 7.9 percent of the disbursements from SEA funds.

State Advisory Committee

The Advisory Committee expenditures are for meeting costs and for participation in the annual Chapter 2 national conference.

Staff:	Professional	N/A	Funding:	Grant	$ 0
	Support	N/A		Salaries & OEC	$ 0
				Other	$919

Data Collection and LEA Allocations

The formula for allocation of Chapter 2 funds to local school districts requires the collection of data on public and private schools and some State agencies which provide educational services. This data

are then entered into a computerized data base and the district allocations are generated.

Staff:	Professional	0.05 FTE	Funding:	Grants	$ 0
	Support	0.00 FTE		Salaries & OEC	$ 2,275
				Other	$ 216

LEA Plan Review and Monitoring

The Department forwards instructions to local school districts regarding application procedures. The applications are reviewed to determine that they are complete, accurate, and consistent with the statute. The staff also monitors the programs in the local school districts once they are under way.

Staff:	Professional	0.25 FTE	Funding:	Grants	$ 0
	Support	0.00 FTE		Salaries & OEC	$12,489
				Other	$ 999

Program Evaluation

A formal program audit is conducted annually on a sample of local school district projects. In addition, the staff prepares a tabulation of the budget allocations for programs in all school districts. The results of these evaluation and program auditing activities are presented in Section 4 of the report.

Staff:	Professional	0.18 FTE	Funding:	Grants	$ 0
	Support	0.00 FTE		Salaries & OEC	$ 8,842
				Other	$ 778

Financial Management

The supervisor of federal accounts handles all the financial transactions for the Chapter 2 program. This includes the receipt of funds from the federal government, approval of grant awards to local school districts, and the transfer of funds to individual projects.

Staff:	Professional	0.07 FTE	Funding:	Grants	$ 0
	Support	0.08 FTE		Salaries & OEC	$ 5,476
				Other	303

Grants

The Delaware Teacher Center received a grant of $36,000 in 1985-86. This represented 8.8 percent of the total disbursements from SEA funds. The Teacher Center provides a wide range of services to Delaware public and nonpublic school teachers. The Center sponsors workshops, provides a peer counseling program, and maintains instructional resource centers. Data provided by the Center indicate that 10,174 teachers received services in 1985-86; this number includes 1,415 private school teachers. The Center is directed by a policy board and primarily served teachers in Kent and Sussex Counties until 1984-85 when it was expanded to provide services statewide. State funds of $182,300 were provided in 1985-65 in addition to the Chapter 2 grant. The project was visited by a subcommittee of the State Advisory Committee in April 1984 and underwent a formal evaluation audit, covering the period from 1981 through 1985, in June 1985.

Staff:	Professional	N/A	Funding:	Grant	$36,000
	Support	N/A		Salaries & OEC	N/A
				Others	N/A

Direct Services to Local Education Agencies

The Department of Public Instruction provides a number of direct services to local school districts and to private schools. In 1985-86 a portion of those services were provided using Chapter 2 funds totaling $86,776 or 21.2 percent of the total disbursements from SEA set-aside funds. Programs supported in part with Chapter 2 funds are described below.

Library Information Center

The Library Information Center provides services for public school personnel, nonpublic school personnel, postsecondary institutions, the DPI and other organizations that have an interest in Delaware's education system. In addition to the usual library resources, the Center maintains a complete ERIC collection of approximately 500,000 microfiche and provides access through DIALOG to approximately 200 separate computerized data bases. During the 1985-86 school year, 908 computer searches alone were performed by the Center staff. The Center was visited by a subcommittee of the Chapter 2 Advisory Committee in April 1984 and was formally evaluated using the Department's program audit process in April 1985.

Staff:	Professional	0.37 FTE	Funding:	Grant	$ 0
	Support	1.00 FTE		Salaries & OEC	$32,994
				Other	$ 0

State Film Library

The State operates a film library for use by public and private schools and other agencies which have need for educational films. Funding is provided primarily by the State and by a nominal charge paid by the users. In order to limit the increase in charges to users in 1985-86, Chapter 2 funds were provided to pay the salary and other employment costs for one film technician. During the 1985-86 school year, the Film Library shipped a total of 21,632 films, including 1,600 to private schools.

Staff:	Professional	0.00 FTE	Funding:	Grant	$ 0
	Support	1.00 FTE		Salaries & OEC	20,489
				Other	0

Educational Program Dissemination

The Department of Public Instruction receives a small annual grant to assist with the dissemination of effective educational practices. The Advisory Committee recommended that the special grant in 1985-86 be augmented with Chapter 2 funds. By defraying a portion of the salary costs, more of the special grant funds could be used to help with the implementation costs in local school districts.

Staff:	Professional	0.05 FTE	Funding:	Grant	$ 0
	Support	0.00 FTE		Salaries & OEC	$ 2,275
				Other	$ 216

Instructional Services

The entire staff of the Instruction Division within the Department of Public Instruction provides inservice training, technical assistance and evaluation services to Delaware's public and private schools. In prior years Chapter 2 funds were used to support these activities by providing 30 % of the salary and other employment costs for the Division Director and 50 % of the salary and other employment costs of one supervisor. However, in 1985-86 Chapter 2 funds were used only to support 1.57 FTE secretarial positions in the Division.

Staff:	Professional	0.00 FTE	Funding:	Grant	$ 0
	Support	1.57 FTE		Salaries & OEC	30,802
				Other	0

General Support Services

The largest portion of the SEA Chapter 2 funds disbursed during 1985-86 went to provide general support services. The services provided can be best categorized into four major areas. These areas of expenditure represented 62.2 percent of the total disbursements of SEA set-aside funds.

State Board and Superintendent's Office

The State Superintendent's Office has general management responsibilities for all Department of Public Instruction operations. Funding provided from Chapter 2 paid a portion of the salary for the State Superintendent and a portion of a clerical position in the

Superintendent's Office. Other funds expended provided support for many of the Department's activities that are coordinated through the State Superintendent's Office. Examples include the Teacher of the Year Program and the State Superintendent's Scholars Program. A significant portion of the funding ($12,438) was spent for membership in regional and national organizations with an interest in education and for conference fees associated with these organizations.

Staff:	Professional	0.29 FTE	Funding:	Grant	$ 0
	Support	0.20 FTE		Salaries & OEC	$32,907
				Other	$62,959

Public Information Office

This office is responsible for many of the publications prepared and released annually by the Department of Public Instruction. It is also the direct contact point for citizens seeking information about public education in the State of Delaware. Regular publications include the following: Educationally Speaking, State Board Highlights, Information Update and Annual Report, State of Delaware Board of Education. Through these regular publications school administrators, board members, advisory councils, and educational associations are kept informed of State Board plans, policies and regulations. Major expenditures, except for salaries, were for printing and for supplies and materials.

Staff:	Professional	1.00 FTE	Funding:	Grant	$ 0
	Support	0.00 FTE		Salaries & OEC	48,954
				Other	15,573

Financial Support Services

Costs directly associated with the financial management of Chapter 2 were isolated and included as administrative costs as noted previously. In addition to those funds, a small amount of the State set-aside Chapter 2 funding was devoted to providing sound financial management services for all State Board of Education programs. Services included the development of the annual budget request, the development of financial reporting forms, and direct technical assistance regarding financial matters to local districts.

Staff:	Professional	0.30 FTE	Funding:	Grant	$ 0
	Support	0.00 FTE		Salaries & OEC	18,805
				Other	7,897

Planning and Management Information

The Planning, Research and Evaluation Division is the primary management information unit within the Department of Public Instruction. It has responsibility for the collection, analysis, and reporting of data on pupils, staff, and finances of the State's educational system. It also provides "third-party" evaluation auditing of programs managed or operated by other divisions within the Department. It operates a statewide testing program and coordinates publication of State Board regulations. The Division has a small planning section which deals with a variety of emerging education issues. A major portion of the Chapter 2 set-aside funds were spent to support these services during 1985-86. Those costs associated with the allocation of LEA funds and evaluation of projects supported with

Chapter 2 were isolated and previously noted as program administration costs. The balance of the financial support to the Division from Chapter 2 was used primarily to supplement the planning and management information functions.

Staff:	Professional	1.11 FTE	Funding:	Grant	$ 0
	Support	0.25 FTE		Salaries & OEC	69,072
				Other	4,800

Summary

Approximately $32,000 of the Chapter 2 SEA funds were spent for state administrative functions. This represents about 7.9 percent of the SEA funds, but only 1.4 percent of the total Chapter 2 disbursements, including LEA grants, during 1985-86.

A total of $36,000 of the SEA funds were granted to the Teacher Center. This represents about 8.8 percent of the SEA set-aside and 1.5 percent of the total Chapter 2 disbursements.

Approximately $87,000 was disbursed for activities that could be classified as instructional or technical assistance. This represented about 21.2 percent of the SEA set-aside or about 3.6 percent of the total Chapter 2 disbursements during 1985-86.

About $255,000 was spent for general support services within the Department of Public Instruction. This represents about 62.2 percent of the SEA funds disbursed, but only 10.7 percent of total Chapter 2 disbursements or grants made during 1985-86.

SEA Chapter 2 funds were used to pay a total of 3.67 FTE professional staff members and 4.11 FTE support staff members in the DPI at a cost of $285,380. This represented about 6 percent of the entire staff of the Department of Public Instruction authorized by the fiscal 1986 State operating budget.

Disbursements from SEA Chapter 2 funds totaled $410,040, which was less than the $494,681 received from the FY '86 grant. The balance was carried forward for use in FY '87.

DISBURSEMENTS FROM SEA CHAPTER 2 FUNDS
EXPENDITURE BY PROGRAM OR FUNCTION
1985-86

	Salaries & Employee Costs	Contractual Services	Capital Outlay	Grants	All Other Costs	Total Disbursements	Percent of Total
Administrative Expenses							
Advisory Committee	$ --	$ 74	$ --	$ --	$ 845	$ 919	
Data Collection & LEA Allocations	2,275	185	--	--	31	2,491	
LEA Plan Review & Monitoring	12,489	670			329	13,488	
Program Evaluation	8,842	665	--	--	113	9,620	
Financial Management	5,476	259	--	--	44	5,779	
Subtotal	29,082	1,853	0	0	1,362	32,297	7.9
Grant to Teacher Center	0	--	--	36,000	--	36,000	8.8
Direct Services to LEA's							
Library Information Center	32,994	--	--	--	--	32,994	
State Film Library	20,489	--	--	--	--	20,489	
Program Dissemination	2,275	185	--	--	31	2,491	
Instructional Services Support	30,802	--	--	--	--	30,802	
Subtotal	86,560	185	0	0	31	86,776	21.2
General Support Services - DPI							
State Board & Superintendent's Office	32,907	18,223	--	--	44,736	95,866	
Public Information Office	48,954	13,320	--	--	2,253	64,527	
Financial Support Services	18,805	1,108	--	--	789	20,702	
Planning & Management Information	69,072	4,101	--	--	699	73,872	
Subtotal	169,738	36,752	--	--	48,477	254,967	62.2
Total	$285,380	$38,790	$ 0	$36,000	$49,870	$410,040	100.0

SECTION 3

SUMMARY OF LOCAL SCHOOL DISTRICT PROGRAMS SUPPORTED WITH CHAPTER 2 FUNDS

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY

May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
APPOQUINIMINK	Parents - 1. Article in "Middletown Transcript" invited to attend meeting. 2. Asked those unable to attend to submit written recommendations. Teachers - Requested to submit oral and written recommendations. Administration - Same as teachers. Private Schools - Appropriately notified, but none elected to participate.	The most critical designated need to which Chapter 2 funds address is that of upgrading and increasing the quantity and quality of library volumes and equipment.	The program will involve the acquisition of library resources, textbooks, and instructional equipment which will be used for the education of students in K-12.	Based upon study of CAT scores and professional observation, impact will be determined and appropriate program adjustment completed. Also, a checklist will be completed by building administrator, teachers, librarians, and students to determine the impact the additional resources had on the educational environment.	The Chapter 2 Block Grants are used to enhance classroom teacher instruction through the use of additional library resources, textbooks, and instructional equipment.
BRANDYWINE	Parents - Input through Advisory Councils. Teachers - Input through representatives on Advisory Council and through meetings at the building level. Administration - Participation on Advisory Councils. Also part of their job responsibility. Private Schools - 13 participating. Each submits work plans in writing.	A team approach is used to determine needs. Teachers, principals and district supervisors gather and analyze test data. Teacher identification and judgment is considered. Priorities based on needs identified at the building level are also given careful consideration.	There are numerous individual projects: Emphasis is on: Library Services Health Services Career Services Science Services	Each project has its own planned program evaluation procedures. Some are based on student outcomes, while others are based on the accomplishment of management objectives.	Chapter 2 Block Grants are being used in a variety of ways. Program objectives are based on identified needs at the building level. Funding is used mainly for teacher aides in the areas listed.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 2
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
CAESAR RODNEY	Parents/Teachers/Administration - All groups informed through district Instructional Council. Council is composed of teachers, parents and administrative personnel. Private Schools - Appropriately notified, but none elected to participate.	Needs Assessment developed informally with teacher working through administrative personnel.	To purchase library materials and AV materials. Also, to supplement the TAG Program, and run a summer program for handicapped youngsters.	Principals keep records of circulation of library materials and AV materials. Percent increase or decrease in circulation is noted. TAG evaluation involves objectives of existing IEP's.	A program of educational improvement and support services through the purchase of supplemental materials such as library books and A-V equipment. Also, summer school for handicapped students.
CAPE HENLOPEN	Parents - Questionnaire as part of Annual Report. Teachers - Questionnaire also responded. Administration - Inservice training to identify priorities for block grant. Private Schools - Appropriately notified, but none elected to participate.	1. Surveys from parents, teachers and administrative personnel and input from students. 2. Students who have voluntarily participated in program.	A program to hire teacher aides, a part time director, and a secretary in order to provide instruction in computer laboratories and overall instructional management.	Staff evaluated in relationship to job description. Administrative staff will evaluate effectiveness of training.	A program to improve overall instructional management which is specifically focused on computer laboratories.
CAPITAL	Parents/Teachers/Administration - parent and teacher involvement was at local school level. Private Schools - Notified. Two elected to participate in program.	The need to upgrade the science and social studies areas were identified as high priorities.	Social studies and science texts and materials were purchased for K-12.	NCE gain in social studies and science will be used as an indicator of progress. The areas assessed will be facts, processes, and concepts.	The program involves the acquisition of texts, instructional equipment, and materials in the areas of social studies and science.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 3
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
CHRISTINA	Parents - Input through community action councils. Announcements in the news media seeking additional input. Teachers - Through active discussions led by principals at the building level. Administration - Presentations and discussions at administrative cabinet meetings and Directors' meetings. Private Schools - After rules, procedures and regulations were explained, private school principals determined and designed their own proposal.	Needs were determined using the following strategies: 1. Test data 2. Teacher observations of student behavior 3. Guidance counselors, observations and referrals 4. Human relations assessment of students 5. Teacher assessment of additional materials needed to help students 6. Librarian assessment was completed using the appropriate form.	The program focuses on three major areas: 1. to supplement the district's effort in providing human relations services 2. to acquire additional library resources, textbook and instructional materials and equipment 3. to provide enrichment experience for 190 gifted students in the area of social studies. Emphasis was placed on purchasing additional computers and appropriate software.	The human relations segment of the program is evaluated by records kept on attendance, number of discipline problems, home contacts, counseling, incidences and range of activities. Documents are kept on the purchase and use of instructional materials and equipment. The enrichment program is measured by student performance and products produced by the students. Impact is determined by the intent to which the objectives are being met.	Chapter 2 Block Grants are being continued in three specific areas; Human Relations, Library Resources/ Instructional Materials, and the Gifted and Talented Program. The program is monitored by the Supervisor of Federal Programs.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 4
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
COLONIAL	Parents - Presentation of proposed expenditures at public Board of Education meeting prior to application. Teachers - Input generated through assignment to William Penn High School. Administration - Through individual conferences with private school officers and through private school applications. Private Schools - Through discussions at superintendent's cabinet meeting.	Needs are identified through teachers identification as generated by crisis counselors.	The program is designed to assist staff and students with needs related to attendance, interpersonal relationships, and alcohol abuse. Seminars, conferences, individual and group consultation sessions and workshops are used.	Monthly reports are prepared and sent to the Director of Federal Programs by the crisis counselors. Impact is determined by the range of activities, the number of participants, the number served and the number of parental and agency contacts. Also, records are kept by the crisis counselors regarding involvement with students, parents, and agencies.	Chapter 2 Block Grants are used to fund crisis counselors. The service provided by these persons is seen to be a critical need of the students in Colonial School District. Private school funds are used for instructional materials and equipment.
DELMAR	Parents - The parent has had a number of opportunities for input, specifically through an advisory council. Teachers - Inservice meetings and discussed planning. Administration - Periodic input into evolving plans for block grant. Private Schools - Appropriately notified but declined participation.	Needs were determined as part of a district effort.	The program will consist of education of the gifted and talented, a paraprofessional computer instruction facilitator, and teacher inservice.	Evaluation of the gifted program includes cognitive and affective scores. Also, the program objectives will be reviewed and edited.	The Delmar District has a three part project including gifted and talented, improving management, and staff development.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 5
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
INDIAN RIVER	Parents/Teachers/Administration - A school board priority which evolved into a five year plan. The plan involved wide parental, teacher, administrative input and participation. Private Schools - Appropriately notified but declined participation.	Board priority to implement computer literacy for all youngsters. Dr. Geppert from D.P.I. acted as consultant in drawing up a five year plan.	Activities were to purchase text materials, library resources, micro-computers and and auxiliary hardware, computer literacy courses for elementary students and programming courses at the secondary level and to develop a management system for a reading program.	Bulk of funds were utilized for computers. A computer lab has been set up in each school. Computer literacy course for all students in elementary grades at the secondary level. Gifted/talented program has a computer component that effects 160 students grades 1-6.	Much of the Chapter 2 Block Grant funds were used for computers. They will also develop a management system for a reading program. They are utilizing a five year computer implementation plan.
LAKE FOREST	Parents - Input through School Board meetings and parent advisory group meetings. Teachers - Input through building meetings and through the principals' council. Administration - Input through the central office team and the principals' council. Private Schools - None in district.	Needs are identified through test data, consultations with parents, teachers and school administrators plus analysis of data related to specific individuals who exhibit behaviors detrimental to their education.	Block grants help fund two programs. One is an Alternative School where a teacher and counselor work together to remediate severe behavioral and educational difficiencies among secondary students.	In the Alternative School, evaluation includes: 1. Daily monitoring of student progress 2. Pre/post comparison of disciplinary referrals and drop out rate 3. Scores on the Coopersmith Self-Esteem Inventory, an Individualized Computer Skills Program and the Gates-MacGinitie Reading Text.	Chapter 2 Block Grants are centered on programs to counter disruptive behavior of secondary students. The programs are monitored by the supervisors of school curriculum and federal programs.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 6
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
LAUREL	Parents - Agenda item for P.T.S.A. Teachers - Faculty meeting. Administration - Advisory Council. Private Schools - Appropriately notified but declined participation.	Teacher identification survey referrals and test data.	Two teacher-aides were hired at the Kindergarten level.	Pre-post test scores are used to evaluate the impact of Chapter 2 personnel.	Chapter 2 Block Grants at Laurel are used to fund two teacher-aides and pay 15% of the cost of the Supervisor of Special Services.
MILFORD	Parents - Input through P.T.O. meetings. Teachers - Principals consult with teachers on needs. Administration - Administrators conduct and coordinate a needs assessment. One private school elected to participate in the program.	Needs are determined by analyzing test data and by consultation with principals and teachers.	The purchase of library materials, micro-computers and micro-computer software, plus staff development on the use of micro-computer is the primary use of block grants. Also, a consultant has been employed to advise the district on the proper procedures to institute in regard to the management of the use of computers.	Evaluation procedures include the following: 1. Library materials will be selected, inventoried and catalogued for utilization in school libraries. 2. The number of students who utilize the micro-computers will be recorded. 3. The number of students who utilize the DIRECT program will be documented. 4. The number of teachers receiving training in the utilization of micro-computers will be documented.	Chapter 2 Block Grants will be used to purchase library materials and computer related equipment, materials and services. Also, a consultant has been hired to assist in establishing guidelines for the use of computers.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 7
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
RED CLAY CONSOLIDATED	Parents - Radio and newspaper announcements and public hearings. Teachers - Same as above, plus meetings with the principals. Administration - Input through Superintendent's Council, administrative staff meetings and principals' meetings. Private Schools - Official meeting on block grants with non-private school administrators.	Needs are determined by the participating schools with reference to test data, surveys and staff determination.	In the public schools, funds are used for Student Relations Specialists with objectives to reduce absenteeism, suspensions, expulsions and dropouts. Non-public schools will use funds to supplement library resources and to purchase instructional materials and equipment.	Evaluation procedures for the public schools will be based on daily logs of services offered, records of student participation in programs and records of reduction in absenteeism, suspensions, expulsions and dropouts. Evaluation procedure for the non-public schools will be based on maintenance of purchase orders, checklists or selection, percentages of circulation, availability of materials and a review of the program management procedures.	Chapter 2 Block Grants are being used to fund Student Relations Specialists in the public schools. Non-public schools are using the funds to purchase library resources and instructional materials and equipment.

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SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 8
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
SEAFORD	Parents - The Parents Advisory Council is used for input on needs, goals and activities. Teachers - Input through department and building needs assessment and the Educational Council. Administration - Input through district needs assessment and through Educational Council. Private Schools - Do not choose to participate.	Needs are identified through a formal needs assessment process established by district policy.	Block Grant funds are distributed to support the following district priorities. 1. Increased emphasis on higher level cognitive skills. 2. Computer training programs. 3. Evaluation process for instructional staff. 4. Staff development.	Action plans will be written for each priority. Outcome, performance, data and practitioner assessments will be examined. Observations and documented reports will also be used.	Chapter 2 Block Grants are being used to support the district's educational improvement model and to accomplish the established priority goals for 1985-86.
SMYRNA	Parents - Block Grant Advisory Committee. Teachers - also members of the Block Grant Advisory Committee. Administration - Discussions at Administrative Council meetings. Private Schools - Appropriately notified but declined participation.	Based upon CAT data there shows need for Basic Skills improvement. CAI will be employed to assist Basic Skills improvement in district and will show improvement in CAT scores.	CAI lesson in Basic Skills is provided daily for elementary youngsters for one elementary school in Smyrna.	Full experimental design with experimental group from Smyrna Elementary to be compared with control groups at North Smyrna Elementary and Clayton Elementary. Sub-group and individual comparisons will be made on CAT scores.	A research-based program to determine the effects of a program of computer assisted instruction over a period of years.

SUMMARY OF CHAPTER 2 BLOCK GRANTS SURVEY - 9
May, 1986

SCHOOL DISTRICT	CONSULTATION	NEEDS ASSESSMENT	PROGRAM DESCRIPTION	EVALUATION/IMPACT	GENERAL STATEMENT
WOODBRIDGE	Parents - Announcements go through the Federal Advisory Board (FAB) and the local board. Newsletter and PTA meetings are also used. Teachers - Input through faculty meetings. FAB, surveys and open sessions with the superintendent. Administration - Input during administrative staff meetings and open sessions with the Board of Education. Private Schools - Do not choose to participate.	Needs are determined at the building and district levels and brought before the FAB and the Superintendents Advisory Committee. When priorities are ordered they are recommended to the Board of Education.	A computer education teacher is hired on a twelve month basis to improve the planning, management, and implementation of computer programs in the Junior High School and Senior High School.	Evaluation procedures will be inherent in the various aspects of the computer program.	Chapter 2 Block Grants are being used to fund a computer education teacher at the secondary level.

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SECTION 4

STUDY OF CHAPTER 2 IN DELAWARE SCHOOL DISTIRCTS

CHESTER W. FREED

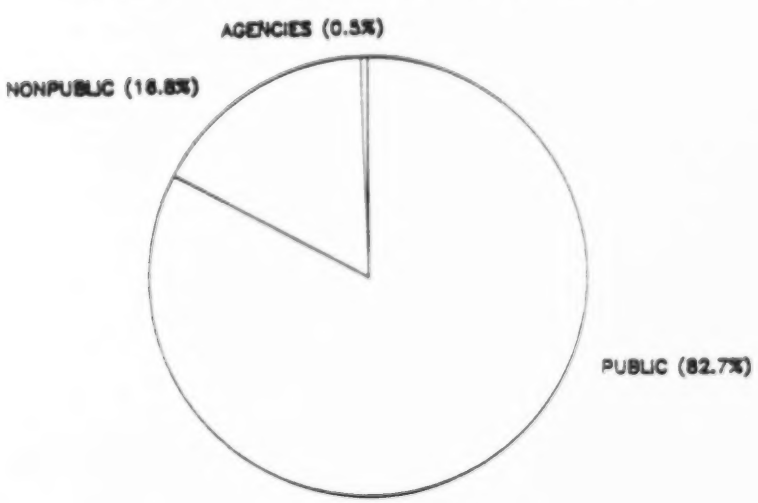
CHAPTER 2 FUNDING FOR DELAWARE
1985-86

Delaware received $2,473,405 in Chapter 2 funds for use in the 1985-86 school year. These funds are earmarked for two types of distributions. Eighty % of the funds must "flow through" to the school districts for use by public, nonpublic and agency schools. The remaining 20 % of the funds are to be expended in accordance with the advice of the State Block Grant Committee.

The 80 % portion of the 1985-86 Chapter 2 funds, $1,978,724 was allocated for the public, nonpublic and or state agency schools as represented in Figure 1. As of this writing, $1,969,623, 99.5 % of the 1985-86 funding, was distributed to local school districts. The remainder was carried forward to the next fiscal year, 1986-87. In addition, the State allocated $7,842 to school districts from grants received in prior years.

FIGURE 1

PUBLIC, NONPUBLIC, AND AGENCY SCHOOLS PROPORTION OF THE 80% OF CHAPTER 2 FUNDS FOR FY '86



The funds available to a school district are determined by a formula which takes into consideration the following factors for each school district: (1) enrollment, (2) number of children on the Aid for Dependent Children (AFDC) roll, (3) number of special education tudents and (4) the number of gifted and talented students.

Chapter 2 legislation provides for funding projects in three categories of initiative:

Subchapter A - Basic Skill Development Projects
Subchapter B - Educational Improvement and Support Services
Subchapter C - Special Projects

Subchapter A projects accounted for $42,769, 2.17% of the total, $1,969,623 allocated in 1985-86. Only $11,533 of the total was used for Subchapter C initiatives. The remaining $1,915,321, 97.3 % of the total, was used for Subchapter B initiatives.

The district-by-district distributions of the funds allocated to local school districts are presented in the following tables:

Table 1 - 1985-86 Chapter 2 Public Schools Subpart A Basic Skills Development Projects
Table 2 - 1985-86 Chapter 2 Public Schools Subpart B Educational Improvement and Support Services
Table 3 - 1985-86 Chapter 2 Nonpublic Schools Subpart B Educational Improvement and Support Services
Table 4 - 1985-86 Chapter 2 Public and Nonpublic Schools Subpart C, Special Projects
Table 5 - 1985-86 Chapter 2 Other Agencies, Subpart B Educational Improvement and Support Services
Table 6 - 1985-86 Chapter Summary of Subpart Funding

The majority of Subchapter B funds were allocated for public school use; Figure 3 illustrates how these funds were used.

FIGURE 2

USE OF PUBLIC SCHOOL SUBCHAPTER B FUNDS
FOR FY 1985-86 ($1,577,171)

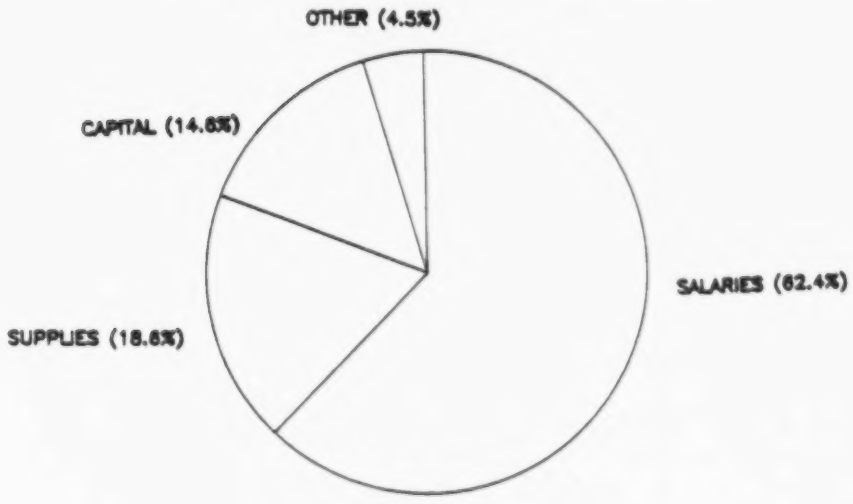


TABLE 1
1985-86 CHAPTER 2
PUBLIC SCHOOLS SUBPART A
BASIC SKILLS DEVELOPMENT PROJECTS

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COST	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK								0.00
BRANDYWINE								0.00
CAESAR RODNEY								0.00
CAPE HENLOPEN								0.00
CAPITAL								0.00
CHRISTINA								0.00
COLONIAL								0.00
DELMAR								0.00
INDIAN RIVER								0.00
KENT CO. VOC.								0.00
LAKE FOREST								0.00
LAUREL								0.00
MILFORD								0.00
NEW CASTLE CO. VOC.								0.00
RED CLAY								0.00
SEAFORD								0.00
SMYRNA		19295.00			797.00	22463.00	214.00	42769.00
SUSSEX CO VOC.								0.00
WOODBRIDGE								0.00
TOTAL	0.00	19295.00	0.00	0.00	797.00	22463.00	214.00	42769.00
PERCENT	0.00	45.11	0.00	0.00	1.86	52.52	0.50	100.00

TABLE 2
1985-86 CHAPTER 2
PUBLIC SCHOOLS SUBPART B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COST	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK				13890.00		25346.00	210.00	39446.00
BRANDYWINE	153213.00	6727.00		163.00	5258.00	26943.00	966.00	193270.00
CAESAR RODNEY	19114.00			62695.00	2676.00	11237.00	481.00	96203.00
CAPE HENLOPEN	55109.00				2167.00	600.00	291.00	58167.00
CAPITAL				99067.00			498.00	99565.00
CHRISTINA	194750.00	2400.00	1600.00	28318.00	9196.00	33998.00	1358.00	271620.00
COLONIAL	106509.00	1200.00	2000.00	32526.00	6486.00	14263.00	819.00	163803.00
DELMAR	7855.00	190.00	500.00	74.00	437.00		46.00	9102.00
INDIAN RIVER	7861.00	6730.00		30335.00	1809.00	54165.00	507.00	101407.00
KENT CO. VOC.								0.00
LAKE FOREST	39428.00			5416.00	1386.00	5300.00	259.00	51789.00
LAUREL	26593.00			4457.00	1261.00		162.00	32473.00
MILFORD	4374.00	3781.00		336.00	387.00	47648.00	284.00	56810.00
NEW CASTLE CO. VOC.	53138.00				3522.00		244.00	56904.00
RED CLAY	254511.00						1279.00	255790.00
SEAFORD	33000.00	500.00	128.00	9000.00	2000.00	10000.00	275.00	54903.00
SMYRNA								0.00
SUSSEX CO VOC.				6481.00			33.00	6514.00
WOODBRIDGE	29258.00						147.00	29405.00
TOTAL	984713.00	21528.00	4228.00	292758.00	36585.00	229500.00	7859.00	1577171.00
PERCENT	62.44	1.36	0.27	18.56	2.32	14.55	0.50	100.00

TABLE 3
1985-86 CHAPTER 2
NONPUBLIC SCHOOLS SUBPART B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COST	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK				2024.00				2024.00
BRANDYWINE				33542.00	2006.00	26204.00	309.00	62061.00
CAESAR RODNEY								0.00
CAPE HENLOPEN								0.00
CAPITAL				10727.00		339.00	57.00	11123.00
CHRISTINA		9838.00		19583.00	1628.00	13838.00	225.00	45112.00
COLONIAL				20128.00	917.00	14750.00	178.00	35973.00
DELMAR								0.00
INDIAN RIVER								0.00
KENT CO. VOC.								0.00
LAKE FOREST								0.00
LAUREL								0.00
MILFORD				2966.00	85.00		161.00	3212.00
NEW CASTLE CO. VOC.								0.00
RED CLAY				161827.00	5648.00		842.00	168317.00
SEAFORD								0.00
SMYRNA								0.00
SUSSEX CO VOC.								0.00
WOODBRIDGE								0.00
TOTAL		9838.00		250797.00	10284.00	55131.00	1772.00	327822.00
PERECNT	0.00	3.00	0.00	76.50	3.14	16.82	0.54	100.00

TABLE 4
1985-86 CHAPTER 2
PUBLIC AND NONPUBLIC SCHOOLS
SUBPART C, SPECIAL PROJECTS

DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COST	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK								0.00
BRANDYWINE					65.00	2000.00	10.00	2075.00
CAESAR RODNEY								0.00
CAPE HENLOPEN								0.00
CAPITAL								0.00
CHRISTINA								0.00
COLONIAL								0.00
DELMAR								0.00
INDIAN RIVER	1000.00	1800.00			127.00		14.00	2941.00
KENT CO. VOC.						5915.00	30.00	5945.00
LAKE FOREST								0.00
LAUREL								0.00
MILFORD								0.00
NEW CASTLE CO. VOC.								0.00
RED CLAY				550.00	19.00		3.00	572.00
SEAFORD								0.00
SMYRNA								0.00
SUSSEX CO VOC.								0.00
WOODBRIDGE								0.00
TOTAL	1000.00	1800.00	0.00	550.00	211.00	7915.00	57.00	11533.00
PERCENTAGE	8.67	15.61	0.00	4.77	1.83	68.63	0.49	100.00

TABLE 5
1985-86 CHAPTER 2
OTHER AGENCIES, SUBPART B
EDUCATIONAL IMPROVEMENT AND SUPPORT SERVICES

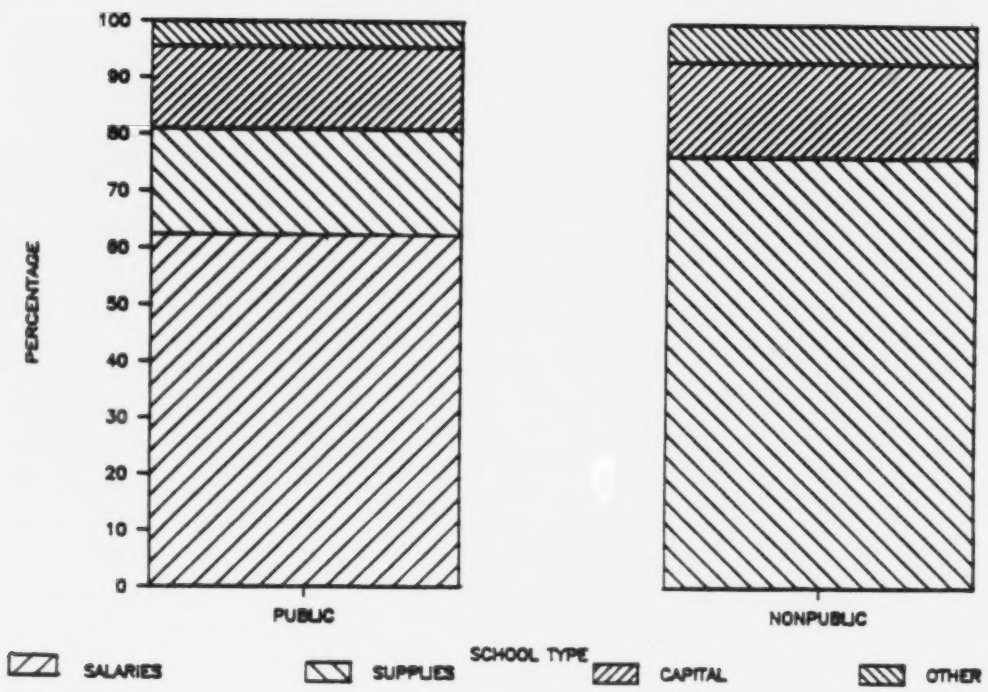
DISTRICT	SALARIES	CONTRACTED	TRAVEL	SUPPLIES	IND COST	CAPITAL	AUDIT	TOTAL
APPOQUINIMINK				278.00				278.00
BRANDYWINE					11.00	314.00	2.00	327.00
CAESAR RODNEY								0.00
CAPE HENLOPEN								0.00
CAPITAL								0.00
CHRISTINA					23.00	567.00	3.00	593.00
COLONIAL				577.00	26.00	100.00	4.00	707.00
DELMAR								0.00
INDIAN RIVER				1477.00	67.00		8.00	1552.00
KENT CO. VOC.								0.00
LAKE FOREST								0.00
LAUREL								0.00
MILFORD				334.00	14.00	140.00	2.00	490.00
NEW CASTLE CO. VOC.								0.00
RED CLAY				3811.00	133.00		20.00	3964.00
SEAFORD								0.00
SMYRNA				2309.00	95.00		13.00	2417.00
SUSSEX CO VOC.								0.00
WOODBRIDGE								0.00
TOTAL				8786.00	369.00	1121.00	52.00	10328.00
PERCENTAGE	0.00	0.00	0.00	85.07	3.57	10.85	0.50	100.00

TABLE 6
1985-86 CHAPTER 2
SUMMARY OF SUBPART FUNDING

DISTRICT	PUBLIC A	PUBLIC B	NONPUBLIC B	SUBPART C	OTHER B	TOTAL
APPOQUINIMINK	0.00	39446.00	2024.00	0.00	278.00	41748.00
BRANDYWINE	0.00	193270.00	62061.00	2075.00	327.00	257733.00
CAESAR RODNEY	0.00	96203.00	0.00	0.00	0.00	96203.00
CAPE HENLOPEN	0.00	58167.00	0.00	0.00	0.00	58167.00
CAPITAL	0.00	99565.00	11123.00	0.00	0.00	110688.00
CHRISTINA	0.00	271620.00	45112.00	0.00	593.00	317325.00
COLONIAL	0.00	163803.00	35973.00	0.00	707.00	200483.00
DELMAR	0.00	9102.00	0.00	0.00	0.00	9102.00
INDIAN RIVER	0.00	101407.00	0.00	2941.00	1552.00	105900.00
KENT CO. VOC.	0.00	0.00	0.00	5945.00	0.00	5945.00
LAKE FOREST	0.00	51789.00	0.00	0.00	0.00	51789.00
LAUREL	0.00	32473.00	0.00	0.00	0.00	32473.00
MILFORD	0.00	56810.00	3212.00	0.00	490.00	60512.00
NEW CASTLE CO. VOC.	0.00	56904.00	0.00	0.00	0.00	56904.00
RED CLAY	0.00	255790.00	168317.00	572.00	3964.00	428643.00
SEAFORD	0.00	54903.00	0.00	0.00	0.00	54903.00
SMYRNA	42769.00	0.00	0.00	0.00	2417.00	45186.00
SUSSEX CO VOC.	0.00	6514.00	0.00	0.00	0.00	6514.00
WOODBRIDGE	0.00	29405.00	0.00	0.00	0.00	29405.00
TOTAL	42769.00	1577171.00	327822.00	11533.00	10328.00	1969623.00
PERCENT	2.17	80.07	16.64	0.59	0.52	100.00

The tables present public and nonpublic Chapter 2 allocations by funding categories; therefore, one can compare the relative use of the Subchapter B funds in the public and nonpublic schools. The comparison follows in Figure 3.

FIGURE 3
COMPARISON OF PUBLIC AND NONPUBLIC USE OF SUBCHAPTER B FUNDS IN 1985-86



The primary difference in public vs. nonpublic use of Chapter 2 Subpart B funds is clearly represented in Figure 3, nonpublic schools do not use the funds for staff. Over three-quarters of the nonpublic Subpart B funds are used for supplies and materials; whereas, staff costs are the largest item of expenditure in the public schools, over 60% of their expenditures.

SUMMARY OF SELECTED DISTRICTS

CHAPTER 2 EFFORTS 1985-86

Caesar Rodney School District

The district Chapter 2 grant amounted to $96,203. The project involved five initiatives: (1) purchase of library books, 30.2 % of funds; (2) purchase of supplemental curriculum materials, 20.8 % of funds; (3) purchase of supplemental capital outlay items, 10.4 % of funds; (4) operation of summer school programs for handicapped, 19.8 % of funds; and (5) provision of paraprofessionals for special needs students, 15.6 % of funds. The remaining 3.2 % was allocated to audit fee and indirect costs. Nonpublic schools in the district chose not to participate in Chapter 2.

Appoquinimink

The public school district Chapter 2 effort ($39,446) had two foci: (1) acquiring library resources and (2) purchasing instructional equipment for kindergarten through grade 12 students. The expenditures were to develop reading and writing skills while reinforcing minimum competencies, promotion and graduation requirements. Equipment purchase was allocated 64.2% of the budget and library resources was 35.3% of the budget; the remaining half percent was for the audit fee.

The district coordinated funding for one agency project, the Middletown Residential Treatment Center (DSCYF) and one nonpublic school project, Broadmeadow. The residential treatment center budget was $278, this was spent on software for computer assisted instruction. The Broadmeadow grant, $2,024 was used to "update and amplify" the library resources plus purchase audio visual equipment.

Kent County Vocational Technical School District

The district received $5,945 of Subpart C, special project funding. The funds were used to purchase capital equipment related to teaching computer skills. The initiative focused on teaching MS-DOS, disk operation, and management system.

Delmar School District

Delmar's grant of $9,102 supported four efforts (1) supplement the gifted education project, $3,660 for salaries, field trips and summer enrichment camp; (2) $1,270 for the disruptive program; (3) $2,495 to add a part-time paraprofessional to the guidance program; and (4) $1,194 to support teacher workshops. The teacher workshops related to standards and curriculum improvement. The remainder of the funds were used for indirect costs and the audit fee.

SECTION 5

STATE ADVISORY COMMITTEE COMMENTS

Copies of the draft report were distributed to all members of the Advisory Committee. At the May 18, 1987 meeting, the Advisory Committee voted unanimously to submit the report as presented with no comments.